

ABSTRACT

Subjective Defining of Life Goals of Pupils with Behavioural Disturbances

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Based on studying literature on general pedagogy, special pedagogy and psychology as well as on the author's personal experience with working with pupils with behavioural disturbances, the author proposes a hypothesis, according to which the long-term goal seeking efforts of the majority of pupils concerning socialization and education are absent, distorted and ineffective. The objective of this paper is to confirm or refute the validity of the hypothesis as well as to theoretically formulate impulses for practice. The research was performed on a sample of 120 respondents and a contrastive control group of 30 grammar school students. It was effectuated by means of a questionnaire and complemented by interviews, which are not included in full form for space reasons.

The research has shown that in a heterogeneous group of respondents, a majority of two thirds is either incapable of life goals definition or the definition is rather inadequate and unrealistic. The author, however, has identified the reasons for this neither in the faulty family or educational background nor in decreased stimulus perception among the social macro system. The results were less favourable than in the control group but not fatally. Correlative findings have shown that the respondents generally lack the ability of stimulation and integration into an auto-regulatory whole. The paper therefore results in theoretical and practical impulses that could reinforce their education and socialization towards the creation of personal integrity.

Keywords:

Personality integrity – intentional and unintentional functioning – prospective life orientation – motivation – utility – personality focus – pupils with behavioural disturbances – life goals